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CIC Meeting Consent Agenda

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July 12, 2017 RECOMMENDATIONS (CONSENT AGENDA)

OWG 5-4: Faculty Development: (reviewed & supported by Diana Cone and Chris Curtis):

- 1. Recommends that the staff of each campus's Center for Teaching and Learning (CTL) should receive training in accessibility of digital media in an effort to achieve 508 compliance of online courses and courses with online components:**

To remain consistent with practices of other CTLs in the University System of Georgia; to avoid possible legal complications (such as those involving UC Berkeley, Miami State, Harvard, MIT, and Louisiana Tech) that could arise from unwittingly designing non-compliant course materials; to make available appropriate faculty support with the effort to achieve online courses and courses with online components that are in accordance with the law.

Source

"Higher Education Lawsuits" *Accessible Technology Initiative*. California State University San Marcos.
<https://www.csusm.edu/accessibility/ati/lawsuits/index.html>

OWG 6-2: Tutoring & Testing: (reviewed & supported by Diana Cone and Becky daCruz):

- 1. Recommends the new Institution creates a task force to develop a pathway to implement services for the placement, advisement, and matriculation of Learning Support students on all three campuses:**

Currently, Learning Support services and resources are spread across multiple offices, with multiple responsibilities, that may or may not collaborate with each other. The final determination of organizational structure will determine what details still need to be worked out and consulted upon before implementation can begin. The task force will allow for better planning and implementation of programs and services, eliminate duplication, and facilitate student access. This recommendation was drafted in consultation with, and supported by, OWGs 6-1 (Advising & Mentoring), 6-3 (FYE), and 6-6 (RPG & CCG).

- 2. Recommends the new Institution creates a task force to develop a pathway to implementing an academic success and intervention curriculum to meet student needs on all three campuses:**

Currently, student academic services, resources, and support structures are spread across multiple offices, with multiple responsibilities, that may or may not collaborate with each other. The final determination of organizational structure will determine what details still need to be worked out and consulted upon before implementation can begin. The task force will allow for better planning and implementation of programs and services, eliminate

duplication, and facilitate student access. This recommendation was drafted in consultation with, and supported by, OWGs 6-1 (Advising & Mentoring), 6-3 (FYE), and 6-6 (RPG & CCG).

3. Recommends developing a plan for corresponding software solutions, for all locations, for the areas of tutoring, testing, and Learning Support:

The tutoring, testing, and Learning Support units on each campus use a variety different software programs (GradesFirst, Lanschool, WConline, Insight) or they use none at all. These discrepancies exist among the three locations and within individual locations. This recommendation seeks to ensure that matching units on each campus have access to the same software (e.g.If Lanschool is used for testing on one campus then it is used on all of them.) Consistent software use provides balanced access to quality resources for all students.

OWG 6-3: First Year Experience:
(reviewed & supported by Diana Cone and Becky daCruz):

1. Recommends that First-Year Experience (FYE) at the new institution oversee academic advising for both undeclared and Move On When Ready (MOWR) students:

There is a natural synergy between exploratory advising and FYE. The vast majority of undeclared students are in their first year, and the process of selecting a major or confirming an existing major decision is an important part of students' first-year experience. The two-hour FYE course approved at the May 10 CIC meeting will include outcomes relating to academic advisement and major exploration/confirmation. The recommended administrative structure and its commensurate staffing allows for close collaboration between these related functions. Likewise, effective MOWR advising includes significant major exploration as well, and therefore housing it administratively with undeclared advising allows MOWR staff to draw upon available expertise and requisite personnel. This proposal is supported by OWGs 6-1 (Advising) and 6-7 (MOWR).

OWG 6-5: International Programs & Study Abroad:
(reviewed & supported by Diana Cone and Becky daCruz):

1. Recommends the alignment of GS's and ASU's current models of short-term Study Abroad policies and procedures:

Both institutions currently have experience with a very wide scale and scope of programming across geographic locations, discipline fields, and program sizes. Faculty and student resources are well developed in both locations and adhere closely to USG Board of Regents policies, and populations on all campuses will be best served by combining the current strengths possessed by each institution.

2. Recommends the adoption of GS's current model of student Exchange Program policies and procedures:

Georgia Southern currently has experience with a very wide scale and scope of exchange programming across geographic locations and discipline fields given the difference in the student needs on each campus. GS has more robust exchange student mobility taking place and a well-developed set of policies and procedures designed to serve a large number of students, both inbound and outbound.

3. Recommends the adoption of ASU's current model of faculty Exchange Program policies and procedures – enhanced to serve a larger number of faculty – with the addition of GS's Exchange Visitor program policies and procedures where appropriate:

Armstrong State currently has greater experience with faculty exchange programming across geographic locations and discipline fields given the current different expectations of faculty on each campus. This comes with a set of well-developed set of processes and procedures designed to serve outbound faculty. Inbound faculty policies and procedures will be enhanced with the addition of GS's J-1 Exchange Visitor program policies and procedures as necessary.

OWG 6-6: Retention, Progression, & Graduation and Complete College Georgia: (reviewed & supported by Diana Cone and Becky daCruz):

1. Recommends that the new Institution adopt a policy on academic alert grades that is modeled after the current Georgia Southern Academic Alert [formerly Early Alert] Grade Program:

The submission of Academic Alerts has improved first-year retention and academic success at Georgia Southern University. In Fall 2008, Georgia Southern implemented an early alert grade program for freshmen that alerted them, as early as the third week of classes, whether they were making unsatisfactory progress in a course. Advisors and faculty work with students to connect them with support services and resources, allowing students to convert unsatisfactory grades into As, Bs, or Cs by the end of the term. In 2017, the Georgia Southern Faculty Senate approved a plan to allow faculty to opt into providing Academic Alert grades for all students enrolled in designated classes.

2. Recommends that the new Institution adopt a policy on academic alert grades that includes all lower-division courses and that allows individual departments to opt into the early alert program for department-designated upper-division courses:

The submission of Academic Alerts has improved first-year retention and academic success at Georgia Southern University. In Fall 2008, Georgia Southern implemented an early alert grade program for freshmen that alerted them, as early as the third week of classes, whether they were making unsatisfactory progress in a course. Advisors and faculty work with students to connect them with support services and resources, allowing students to convert unsatisfactory grades into As, Bs, or Cs by the end of the term. In 2017, the Georgia

Southern Faculty Senate approved a plan to allow faculty to opt into providing Academic Alert grades for all students enrolled in designated classes.

3. Recommends that the new Institution create a task force to review the current Academic Standing Policies of Georgia Southern University and Armstrong State University in order to create a new Academic Standing Policy:

Students struggle academically for many reasons and many stumble spectacularly during their college careers. An academic standing policy should both hold students accountable and provide them with a safety net of support, resources, and opportunities. It should also reward, not continue to punish, movement in the right direction (i.e., term GPAs above 2.25). The consolidation provides the opportunity for the institution to articulate the standards we expect of students, outline the consequences of failing to meet those standards, and to clearly explain both the pathways to success and the tools, resources, and support a student can reasonably expect to receive as they strive for academic excellence. This recommendation is supported by OWGs 6-1, 6-2, and 6-3.

4. Recommends that the new Institution create a new Academic Standing Policy within an abbreviated timeframe to facilitate full implementation in Fall 2018:

As the two BANNER systems are integrated, academic standing designations need to be incorporated into the process. BANNER testing will occur in November 2017 so it seems reasonable that a new policy should be submitted to the Faculty Senate for review at their October 2017 meeting[s]. This recommendation is supported by OWGs 6-1, 6-2, and 6-3.

5. Recommends that the new Institution develop an Academic Standing Policy that holds students accountable without imposing excessively punitive requirements for continued enrollment at the institution:

Students struggle academically for many reasons and many stumble spectacularly during their college careers. An academic standing policy should both hold students accountable and provide them with a safety net of support, resources, and opportunities. It should also reward, not continue to punish, movement in the right direction (i.e., term GPAs above 2.25). The consolidation provides the opportunity for the institution to articulate the standards we expect of students, outline the consequences of failing to meet those standards, and to clearly explain both the pathways to success and the tools, resources, and support a student can reasonably expect to receive as they strive for academic excellence. This recommendation is supported by OWGs 6-1, 6-2, and 6-3.

6. Recommends that the new Institution create an Academic Standing policy that rewards students who are making on-going progress, each term, towards good academic standing:

Students struggle academically for many reasons and many stumble spectacularly during their college careers. An academic standing policy should both hold students accountable and provide them with a safety net of support, resources, and opportunities. It should also reward,

not continue to punish, movement in the right direction (i.e., term GPAs above 2.25). The consolidation provides the opportunity for the institution to articulate the standards we expect of students, outline the consequences of failing to meet those standards, and to clearly explain both the pathways to success and the tools, resources, and support a student can reasonably expect to receive as they strive for academic excellence. This recommendation is supported by OWGs 6-1, 6-2, and 6-3.

7. Recommends that the new Institution promote retention, progression, and graduation by creating a student support program designed to provide struggling students with individualized recommendations and programming, professional guidance, and academic intervention:

Students struggle academically for many reasons and many stumble spectacularly during their college careers. An academic standing policy should both hold students accountable and provide them with a safety net of support, resources, and opportunities. It should also reward, not continue to punish, movement in the right direction (i.e., term GPAs above 2.25). The consolidation provides the opportunity for the institution to articulate the standards we expect of students, outline the consequences of failing to meet those standards, and to clearly explain both the pathways to success and the tools, resources, and support a student can reasonably expect to receive as they strive for academic excellence. This recommendation is supported by OWGs 6-1, 6-2, and 6-3.

8. Recommends that the new Institution develop a comprehensive attendance policy that incorporates both the current Georgia Southern and Armstrong State policies, presenting the information in a format that is easy to read:

Both Armstrong State University and Georgia Southern University have comprehensive attendance policy statements. Armstrong State University formats the information with subheadings, while Georgia Southern provides a very long, very comprehensive set of requirements and limits, without a clear separation between elements. Blending the best of both policies would facilitate comprehension and the ability to find the individually relevant section quickly.

9. Recommends that the new Institution create an attendance policy that clearly articulates the connection between first-day attendance verification and the disbursement of federal financial aid:

Both Armstrong State University and Georgia Southern University have comprehensive attendance policy statements. However, clearly articulating federal financial aid requirements related to course attendance – as a separate section in a comprehensive policy - will provide students and instructors with clear guidance and hopefully help alleviate start-of-term problems with course deletion and addition requests.

10. Recommends that the new Institution create an attendance policy that includes a statement protecting an instructor's right to establish the attendance policies for his/her individual courses:

This recommendation builds upon the current Georgia Southern University Attendance Policy.

- 11. Recommends that the new Institution use the combined data from Georgia Southern University and Armstrong State University to determine the retention, progression, and graduation goals for the institution's Complete College Georgia plan:**

This is a new Institution and the baseline data should reflect the combined campuses.

- 12. Recommends that the new Institution's Complete College Georgia plan develop from the perspective that retention, progression, and graduation goals and challenges must be addressed as institutional goals and challenges, not as individual campus goals and challenges:**

Any plan that is created and any policies that are implemented must be favorable for all students on all campuses of Georgia Southern University.

- 13. Recommends that the new Institution's Complete College Georgia plan address the patterns and focus areas that emerge from a review of the combined data from Georgia Southern University and Armstrong State University:**

Using the combined data from Georgia Southern University and Armstrong State University, the patterns and focus areas that emerge are: first-year retention; second-year retention (sophomore slump); increasing 2-, 4-, and 6-year graduation rates; support for non-traditional, military, and under-represented populations; student service availability, delivery, and access across modalities; collaborative academic success initiatives and academic intervention models; and incorporation of USG supported Complete College Georgia initiatives already in place. The application of appropriate attention and resources to the areas listed above target student success and should result in institution-wide increases in retention, progression, and graduation rates.

- 14. Recommends that the members of the Complete College Georgia OWG committee (6-6) develop the new Institution's Complete College Georgia plan for the 2018-2019 Academic Year:**

One of the tasks assigned to the CCG-RPG OWG was to develop a Complete College Georgia plan for the consolidated institution. Allowing the OWG members to transition to a CCG implementation team would facilitate the completion of this assigned task. In addition, representatives from all three campuses should be added to the CCG implementation team.

- 15. Recommends that new Institution develop a Complete College Georgia team to liaise with faculty, advisors, financial aid, student affairs, and other campus stakeholders on the development of supporting policies, procedures, and activities, as well as on the creation of the institution's Complete College Georgia plan annually:**

The Georgia Southern Complete College Georgia plan should be an institution-wide student success initiative.

- 16. Recommends that new Institution's Complete College Georgia team work with the appropriate research and analysis offices to develop easy-to-access reports and appropriate methods for reporting out results and data. This collaboration should focus on developing reports that are specific and address data collection and reporting needs for students across all three campuses:**

Currently Complete College Georgia teams on both campuses extrapolate conclusions and recommendations from currently existing reports and data. It makes sense to create reports that best allow us to tell the story of our students' success.

- 17. Recommends that new Institution use supplemental metrics to tell the story of its students' successes:**

If the Institution uses only the first-time full-time freshmen metrics, it excludes the progression and graduation rates for transfer students, adult learners and nontraditional students, part-time students, and students who enroll in any semester other than Fall. The State of Georgia wants USG institutions to serve adult learners and to raise the college-educated population in the state. But we don't use metrics that allow us to articulate our successes in this mission.

There is a growing national discussion about alternative ways to measure completion rates because "the federal methodology for measuring graduation rates is seriously flawed" [Jaschik, S., 2013. "College associations introduce new ways to measure student completion." *Inside Higher Ed* (<http://www.insidehighered.com>), June 24, 2013. Many college and universities, as well as higher education associations, are either developing their own measurement systems or exploring opting into the Student Achievement Measure (SAM) [ibid].

In order to discuss the Institution's successes and address challenges, we have to tell the whole story of those successes and challenges. Using supplemental metrics [i.e. total number of degrees awarded; time to degree completion] allows the new Institution to identify factors that impact student success across demographics in order to best address needs for services and support. If the new Institution is going to serve nontraditional, part-time, and adult learners, as well as traditional, residential, first-year students, then it will need to include data for those populations, as well, in decision making about resource allocation and student services and support. Resources and support services available to students need to be developed and built based upon the students enrolled at the Institution and how those populations may differ across three campuses.

- 18. Recommends that new Institution continue using the CIRP Freshman Survey and the NSSE (National Survey of Student Engagement) to predict graduation/degree completion rates in order to better assess institution degree attainment success:**

Research indicates that public four-year institutions tend to have low degree completion rates. However, when comparing expected and actual graduation rates, public four-year

colleges and universities graduate more of their students than expected, given the characteristics of their enrolled students. Understanding these characteristics and the challenges the institution's students face should facilitate the development of more targeted programs, policies, resources, and interventions designed to move more students towards degree completion. Please see: DeAngelo, L., Franke, R., Hurtado, S., Pryor, J.H. & Tran, S. (2011). *Completing college: Assessing graduation rates at four-year institutions*. Los Angeles: Higher Education Research Institute, UCLA.

19. Recommends that new Institution create a task force to produce a professional development plan for faculty on retention, progression, and graduation:

The student experience begins in the classroom. Student retention, progression, and graduation is the professional responsibility of all faculty and staff members. Often RPG initiatives, like Complete College Georgia, are driven from the top-down or by external pressures. Creating a faculty-led, faculty-focused task force will facilitate faculty solutions to RPG concerns.

We would like to see a task force where the membership is largely drawn from the faculty. The task force could be charged with studying, discussing, and formulating recommendations on areas including, but not limited to: innovative pedagogies, interventions, peer tutoring, and supplemental instruction. This task force may also want to liaise with the institutional Complete College Georgia team.

20. Recommends that new Institution, in order to help every student fulfill his/her/their academic potential, create a comprehensive academic success model that supports the coordination of academic intervention, academic support services, FYE, advising, tutoring, the Writing Center, etc., within Academic Affairs:

Currently, student academic services, resources, and support structures are spread across multiple offices, with multiple responsibilities, that may or may not collaborate with each other. Focusing on the success and the progress of all students, within an academic context, will allow for better planning and implementation of programs and services, eliminate duplication, and facilitate student access. This recommendation would require the Academic Success Centers on both campuses to report through Academic Affairs. This recommendation is supported by OWGs 6-1 and 6-3.

21. Recommends that the new Institution create a task force to study, discuss, and formulate recommendations for a limited grade replacement policy:

Many students have good high school GPAs, strong test scores, and terrible study habits. The first year of college is a period of transition and many students struggle academically. No grade forgiveness policy means that missteps in the transition process are often punitive rather than instructional and transformative. In addition, many students who end up in poor academic standing require additional semesters to bring their GPAs to 2.0. These students end up with 10% to 40% more credit hours than required for graduation alone. Limited grade replacement policies tend to: (a) require an application from the students; (b) limit both

the number of retake attempts and the number of grade replacements; (c) limit the grade forgiveness to courses in which a D or an F was earned; and (d) limit the type of course for which a student can apply for grade forgiveness [i.e., CORE courses or lower-division courses]. Academic misconduct negates all opportunities for grade replacement.

22. Recommends that the new Institution adopt a policy on limiting individual course withdrawals that is modeled after the current Georgia Southern University policy on limiting individual course withdrawals:

Georgia Southern University has had a limited individual course withdrawal policy in place since 2009. Withdrawing from courses has a significant impact on academic progression and financial aid eligibility. The policy was instituted in response to progression concerns and has had a positive impact on progression and graduation rates of Georgia Southern students.

23. Recommends that the new Institution permit a complete reset on the number of withdrawals each student is allowed. The new “W count” would begin Fall 2018. All Ws received prior to 2018 would be disregarded:

The Limited Course Withdrawal Policy allows students five (5) individual course withdrawals over the period of their enrollment at Georgia Southern University. The primary guiding principle of this consolidation is to do no harm to our students. If the students currently enrolled at Armstrong State University are required to count their Ws immediately upon consolidation, the policy will have been applied to them retroactively and they are extremely disadvantaged going forward. This committee also feels that we cannot hold students enrolled at three different campuses – of the same institution – to different standards. Because it is a new policy, at a new University, all students should start anew on their W count.

24. Recommends that the new Institution adopt a policy on repeating courses that is modeled after the current Armstrong State University policy on repeating courses:

The current Armstrong State University policy on repeating courses is more explanatory and clearly articulates how repeated courses will be addressed in regards to attempted hours, grade point average hours, and overall grade point average. It also makes clear to students that the most recent attempt counts, no matter the grade earned.

25. Recommends that the new Institution implement strategies that will minimize the costs associated with textbooks that are approved by faculty:

This recommendation supports the Affordable Learning Georgia initiative. It also meets the requirements of the Board of Regents Policy Manual (Academic Affairs) Policy 3.10 *Academic Textbooks*.

26. Recommends that academic departments and colleges in the new Institution encourage the utilization of electronic resource material, consider uniform textbooks for courses

with multiple sections, and develop strategies for coordinating textbook selections for common course sections:

This recommendation meets the requirements of the Board of Regents Policy Manual (Academic Affairs) Policy 3.10 *Academic Textbooks*.

27. Recommends that the new Institution review its Policy for Textbooks Authored by Faculty to ensure that the current policy meets the requirements outlined in the Board of Regents' Policy Manual, 3.10 *Academic Textbooks*, policy 106.2.9:

Both Georgia Southern University and Armstrong State University have policies on faculty authored textbooks. We recommend that the policies be reviewed by the Faculty Welfare Committee, the Faculty Senate, and the Office of Legal Counsel to ensure that a policy consistent with the Board of Regents' policy is adopted.

28. Recommends that the new Institution adopt a policy on withdrawing from courses that incorporates both the Georgia Southern and Armstrong State current procedures:

Both Armstrong State University and Georgia Southern University have comprehensive withdrawal policies and procedures statements. Armstrong State University formats the information with subheadings, while Georgia Southern provides a very long, very comprehensive set of requirements and limits, with no clear separation between elements. Blending the best of both policies would facilitate comprehension and the ability to find the individual relevant section quickly.

29. Recommends that the new Institution develop a comprehensive “withdrawal from the University” policy that incorporates both the Georgia Southern and Armstrong State current policies, presenting the information in a format that is easy to read:

Both Armstrong State University and Georgia Southern University have comprehensive withdrawal policies and procedures statements. Armstrong State University formats the information with subheadings, while Georgia Southern provides a very long, very comprehensive set of requirements and limits, with no clear separation between elements. Blending the best of both policies would facilitate comprehension and the ability to find the individual relevant section quickly.

30. Recommends that the new Institution explore the feasibility of designating the type of withdrawal on a student's transcript, following the current practice of Armstrong State University:

Armstrong State University's current practice is to designate what type of withdrawal was requested on the student's transcript. For example, a hardship withdrawal is designated as a WH for the course, while a military withdrawal is designated as a WM. The specific designation for type of withdrawal will permit greater accuracy on the academic record (transcript), as well provide a more clear picture of a student's progress through their degree program.

OWG 8-3: Registration, Degree Audit, Graduation:
(reviewed & supported by Teresa Thompson and Georj Lewis):

- 1. Recommends that the consolidated university adhere to the records management security practices and policies currently established by Georgia Southern which can be found at <http://its.georgiasouthern.edu/infosec/policies-and-standards/>:**

This is in support of OWG 15-2 recommendation for using the my.georgiasouthern.edu portal. Georgia Southern's current practices and policies for security of the student records will be followed.

- 2. Recommends that the consolidated university will follow the current Georgia Southern Campus Drop/Add timeline for Fall/Spring semesters (Monday - Thursday at 5pm during the first week of classes). The last day to withdraw without academic penalty will be the fortieth day (54%):**

The Summer semester timeline will be determined at a later date. Limiting the drop/add period to 4 days during the first week of the semester will allow an additional day to finalize beginning of term processes. Using the current GSU deadline for course withdrawal without academic penalty will allow more time for completion of midterm exams.

- 3. Recommends that the consolidated university will follow the Georgia Southern Campus on-line application for graduation process for Undergraduate students. DegreeWorks will be used as the official degree clearance tool:**

Beginning fall 2018, all students will be required to utilize the on-line graduation application.

- 4. Recommends that the consolidated university charge a graduation fee of \$35. Students will purchase caps and gowns separately:**

This is the current process for Georgia Southern.

- 5. Recommends that the consolidated university's process for former student applications (readmits) be managed in the Registrar's Office:**

This is the current process for Georgia Southern. This recommendation is supported by OWG 8-1 Admissions.

- 6. Recommends that the process of reviewing the petitions for residency for the consolidated university be shared between Undergraduate Admissions, Graduate Admissions and the Registrar's Office:**

This is the current process for Georgia Southern. This recommendation is supported by OWG 8-1 Admissions.

- 7. Recommends that the process of undergraduate transfer credit articulation for the consolidated university be shared between Undergraduate Admissions and the Registrar's Office. New courses are sent to Academic Affairs for review:**

This is the current process for Georgia Southern. This recommendation is supported by OWG 8-1 Admissions.

- 8. Recommends that the consolidated university will use BANNER Baseline Wait List for registration:**

Armstrong Campus is currently using the BANNER Baseline Wait List module.

- 9. Recommends that the process of reviewing out-of-state tuition waivers for the consolidated university be shared between Undergraduate Admissions, Graduate Admissions and the Registrar's Office:**

This is the current process for Georgia Southern. This recommendation is supported by OWG 8-1 Admissions.

- 10. Recommends that the consolidated university adhere to the FERPA practices and policies currently established by Georgia Southern, including FERPA training:**

The current FERPA practices, policies, and training procedures for Georgia Southern will be followed.

- 11. Recommends that the consolidated University will follow the same academic calendar with semester start and end dates aligned, common term breaks and common final exam periods.**

Recommends that during the fall and spring semesters there will be three parts of term. There will be two parts of term within the full length semester. Summer will include an eight week full term and other parts of term:

The two parts of term for fall and spring will consist of seven weeks each plus the exam period. The current Georgia Southern University five week and ten week MBA program will be combined within the seven week parts of term. The purpose of the two parts of term is to streamline the number of sessions in the consolidated university and prevent Financial Aid implications. Further discussions is needed to determine if the consolidated University will have a "Maymester."

- 12. Recommends that the final exam schedule for fall and spring for the consolidated University would begin on Saturday following the last day of class and go through the following Thursday:**

The recommended final exam schedule for the consolidated University is a combination of the current final exam schedules for the Georgia Southern campus and the Armstrong campus. Georgia Southern campus spring Friday Final Exam period will be accommodated on Tuesday. The Conflict Exam periods will be included in the schedule to accommodate final exam conflicts following the Georgia Southern University's Policy for Changing a Student's Final Examination.

- 13. Recommend that the standard class period schedule for the consolidated University be created using components from each of the current class period schedules for the Georgia Southern campus and the Armstrong campus. The standard class period schedule will include a fifteen minute break between classes.**

Recommend that a minimum of 750 minutes of instruction or equivalent is required for each semester credit hour regardless of the mode of delivery. Laboratory, studio, or clinical courses will require a minimum of 1500 engaged minutes for each credit hour regardless of the mode of delivery. The consolidated University will follow the policies in effect by the accrediting body, the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC), as well as the University System of Georgia (USG):

A standardized class time schedule will allow students to take classes with fewer time conflicts. This recommendation is supported by the staff of the OWG, but Armstrong would like to note the consensus among faculty at Armstrong is that maintaining a 10-minute break between classes on MWF from 8 a.m. to 2:50 p.m. would better accommodate the needs of the students on the Armstrong campus, particularly those who are balancing their academic schedules with work and family commitments. Considering the distance between campuses, they did not see the need to synchronize the class schedules on all three campuses.

- 14. Recommends that the consolidated University will have one unified course schedule starting fall 2018:**

The Registrar's Office will provide instructions to each department for submitting their course schedule to build a unified schedule.

- 15. Recommends that the School Certifying Officials for Veterans Services be located in the Registrar's Office of the consolidated university:**

The School Certifying Official is currently located in the Registrar's Office. In support of OWG 16-8 recommendation, the placement of a School Certifying Official at the Liberty Center will be determined at a later date.

- 16. Recommends that the consolidated University will have one Undergraduate and one Graduate Catalog per year:**

CourseLeaf will be the tool used for creating the catalogs.

OWG 11-3: University Philanthropic:
(reviewed & supported by Rob Whitaker and Christopher Corrigan):

- 1. Recommends that the boards of the Armstrong State University Foundation and Georgia Southern University Foundation perform due diligence on the merging of the foundations:**

In accordance with this recommendation, both foundations will perform appropriate due diligence with board leadership from each foundation working together determining pathway and timing to merge foundations.

- 2. Recommends that each Endowment Agreement will be reviewed and it will be determined how the donors' intent can be fulfilled under the proposed new college structure:**

All Endowment Agreements will be administered in accordance with the donors' wishes. In the event the purpose of the agreement becomes impossible to achieve (due to structural changes in colleges, etc.), the donor will be consulted with options that most nearly accomplishes the donors' purpose. If it is not possible to contact donor, funds may be used for related purpose closest to original intent of agreement.

- 3. Recommends that a task force/ad hoc committee composed of board members of both foundations will create and approve new bylaws prior to merging foundations:**

With the assumption of an Armstrong Foundation and Georgia Southern Foundation merger, as recommended by management, Officers and Trustees of both Foundations will create and approve new bylaws, with the assistance of a university staff working group.

OWG 12-4: Branding and Identity:
(reviewed & supported by Jan Bond and Allison Hersh):

- 1. Recommends working with Facilities to ensure that new and revised campus signage is completed in a timely and cost-effective manner that is in compliance with new brand and identity standards by March 2018:**

In collaboration with the Facilities division and working in accordance with the University's updated identity guide, ensure that all new signage reflects proper use of the Georgia Southern logo and identifiers, as appropriate, and that all existing signage be updated to new branding based on cost-effectiveness and/or priority of need.

- 2. Recommends updating existing design and brand guidance documents and systems from both institutions to reflect the new consolidated institution be put in place in January 2018. This work will occur in collaboration with the Marketing (OWG 12-2) team and marketing plan under development:**

Advertising and marketing designs will be coordinated during the transition and beyond with appropriate messaging. Currently (summer 2017), consolidation language is available for all projects as needed. Admissions and other outreach materials will address the known details of the consolidation available at the time of printing/dissemination with materials produced for new Georgia Southern in January 2018 and beyond.

- 3. Recommends providing new the Georgia Southern University letterhead and business cards through a single vendor or system and creating a dedicated web page for fulfillment/ordering. Process for ordering will be available starting January 2018:**

Both institutions currently handle this process differently, so it is important to work together to identify the best system moving forward. The entire new system, which will address both hardcopy and electronic template versions of letterhead as well as business cards, will be put in place for all new orders.

- 4. Recommends keeping the logo, colors and mascot as currently used by Georgia Southern University to retain existing brand equity. Official logomark will be available for each campus starting January 2018:**

The new Georgia Southern University will preserve and capitalize on the strong brand equity of the current Georgia Southern University (both regionally and nationally) by retaining Georgia Southern's visual identity. The campus/city locations will be highlighted where strategic and regionally appropriate. The Marketing and Communications Office will revise current style and identity guides to reflect new campus naming conventions: Armstrong Campus in Savannah, Liberty Campus in Hinesville and Statesboro Campus.

- 5. Recommends creating a consistent look for new maps for all three campuses and working with the Web team to update online maps. New maps will be available moving forward from January 2018:**

It is important to create a consistent map format based on an 8-½"x11" bi- or tri-fold format, with a look that will unify the three campuses. Each map will reference other campus locations.

- 6. Recommends creating a comparison inventory of current publications (currently underway) at both institutions to help ensure that all new publications incorporate relevant, up-to-date information when produced after Jan. 1, 2018:**

Publication inventory will identify hundreds of current publications from both institutions. Beginning in fall 2017, the Marketing and Communications offices of both institutions will determine the lifecycle of any current printing/release and ensure that any new documents created after Jan. 1, 2018 incorporate all changes needed when referencing services, programs and locations University-wide.

- 7. Recommends revising the current Georgia Southern University seal by adding three stars to indicate the multi-campus nature of the new institution and to recognize the**

legacy and traditions of all campuses involved in the consolidation (see attached). To be used, once approved, beginning January 2018:

Revising the seal and adding three stars will symbolize the fact that three campuses now comprise the new Georgia Southern University.

OWG 16-1: Career Services:

(reviewed & supported by Teresa Thompson and Georj Lewis:

- 1. Recommends that Career Services at Armstrong and Georgia Southern University will combine to create a single department with two full-service, continuously staffed on-campus offices on the Statesboro and Armstrong campuses and an as needed office on the Hinesville campus. All services offered by the Statesboro campus are intending to be offered to students on the Hinesville, Armstrong, and Online campuses provided staffing and resources are allocated to the unit to deliver them:**

All traditional Career Services resources provided to on and off campus stakeholders as well as to the entire student/alumni population will be necessary to prepare students for opportunities that include experiential learning and career placement as well as major/career exploration and community economic development initiatives. These services include but are not limited to: Career Advisement, Exploration, and Development; Experiential Learning tracking, reporting, and oversight; Employer Development, recruitment, and facilitation; and Economic Development policy collaboration with public and private community entities.

- 2. Recommends that the formal name for the combined department should be: “The Office of Career and Professional Development” OCPD:**

The naming of the department should encompass and embody the full extent of the services offered.

OWG 16-8: Military and Veteran Services:

(reviewed & supported by Teresa Thompson and Georj Lewis:

- 1. Recommends that Georgia Southern University establish policies to maximize academic credit awarded to veterans and military service members for military education, experience, and training:**

The consolidated University should adopt standard procedures to accept military service records and award credit as appropriate to individual degree requirements. The primary source is the American Council on Education (ACE) which continuously evaluates military school courses and occupations and makes recommendations for college level credit on the Joint Services Transcript (JST) of the service member. In addition, the Community College of the Air Force is a regionally accredited institution. Having established policies in place to review and maximize academic credit awarded to veterans and military service members will greatly facilitate increased enrollment, academic success and degree completion.

OWG 17-5: Student Government Association:
(reviewed & supported by Teresa Thompson and Georj Lewis:

- 1. Recommends consolidating Georgia Southern and Armstrong's current Student Government Association bodies into one SGA. The Statesboro and Armstrong campus will each maintain their own governing bodies and executive officers, which will all report to one SGA President. The Liberty Campus will be represented through the Armstrong campus governing body, as it currently is:**

The Student Government Association will comprise governing bodies for each campus (Senators and Vice Presidents). The SGA President will represent the collective voice of all governing bodies to ensure streamlined and consistent communication between the student body and University administration. All Georgia Southern students (all campuses) will have access to vote on the Presidential ballot. Students on each campus will select their campus specific leadership.

- 2. Recommends consolidating and merging existing constitutions into one singular constitution. Each governing body will maintain their individual by-laws:**

In an effort to maintain consistent governance policies, the constitutions will be consolidated into one. Each campus maintains their own unique student body and characteristics, thus the recommendation for individual governing body by-laws.

OWG 18-1: Campus Master Planning & Capital Projects:
(reviewed & supported by Rob Whitaker and Christopher Corrigan:

- 1. Recommends following Board Policy #7.4.1 Naming of Places, Colleges or School <http://www.usg.edu/policymanual/section7/C459/> and utilize Georgia Southern's Institutional Naming Policy.**

Board Policy 7.4.1 establishes policies and procedures for naming rights for state buildings. This policy also requires each institution establish a naming policy. Georgia Southern's Institutional Naming Policy will prevail.

- 2. Recommends that funding will be established and in place before the start of any construction/renovation projects:**

Armstrong State University and Georgia Southern University both currently require a cash in hand to begin any project. Pre-funding commitments are not allowed.

- 3. Recommends retaining the USG Level 3 delegated authority.**
http://www.usg.edu/assets/facilities/documents/Delegated_Authority_Matrix_pg_3.pdf

Armstrong State University currently has a delegated authority level of 2 and Georgia Southern has a delegated authority level of 3. It is prudent to continue with the higher level

of delegated authority currently retained by Georgia Southern for all projects related to the new University.

OWG 22-1: University Policy Mergers and Handbooks:
(reviewed & supported by Maura Copeland and Lee Davis:

- 1. Recommend that, as OWGs develop and merge policies and procedures for the consolidated Georgia Southern University, those policies and procedures should be similarly formatted pursuant to the current Georgia Southern University policy template, and include:**

- (1) a clear delineation as to what is policy and what is procedure; and,
- (2) a clear identification of the responsible unit/department for each policy and procedures at the consolidated Georgia Southern University.

The consolidated university will assemble all approved policies into a single electronic location and format for ease of access.

- 2. Recommends that if there is an approved policy and/or procedure(s) for the consolidated Georgia Southern University, then it/they should be followed and supersede(s) all previous applicable policy(ies) and procedure(s):**

Policies and procedures approved by the Consolidation Implementation Committee (CIC) will become the policies and procedures of the new consolidated university.

- 3. Recommend that if a new policy and/or procedure(s) for the consolidated Georgia Southern University has/have not been approved, then the prior Georgia Southern University policy and procedure(s) on that topic should be followed:**

Most policies and procedures will be reviewed and revised by various OWGs. This recommendation will provide a baseline for those policies not reviewed by an OWG during the consolidation process.

- 4. Recommend that if there is no prior Georgia Southern University policy and/or procedure(s) on a topic, but there is an existing Armstrong State University policy and/or procedure(s) on a topic, then the applicable Armstrong State University unit/department responsible for such policy and/or procedure(s) shall present it to the applicable Consolidation Functional Area Coordinator for remittal to an existing Consolidation Committee/OWG for consideration:**

Most policies and procedures will be reviewed and revised by various OWGs. This recommendation will provide a process for those policies and procedures not already reviewed by an OWG during the consolidation process to ensure that all Functional Areas have input into creating a necessary policy or procedure.

5. **Recommend that where it is necessary or beneficial to modify prior policies pending the development of a final policy for the consolidated Georgia Southern University, each Vice-President and Presidential direct report has the authority to issue written guidance interpreting, amending, or modifying prior policies from either institution in his/her area of responsibility. All such guidance must be reviewed and approved by the President of the consolidated Georgia Southern University.**

Any amendments or modifications to policies and procedures pursuant to this authority shall be considered interim changes and will be reviewed as soon as possible by the applicable consolidated Georgia Southern University administrator or governing body in order to finalize a policy for the consolidated Georgia Southern University. The authority to create interim changes shall remain in effect until July 1, 2018:

This recommendation provides a method for policy clarifications and guidance when there is an immediate need, while allowing the full policy development process to continue.

6. **Recommend that the prior Georgia Southern University procedures relating to the Georgia Open Records Act, as overseen by the Office of Legal Affairs, be approved for the consolidated Georgia Southern University:**

Both universities are required to follow the state statute and use substantially the same procedures related to the Georgia Open Records Act, therefore no changes are necessary at either campus.

7. **Recommend that Armstrong's and Georgia Southern's respective policies for the formation and implementation of university policies be reviewed and merged into a single policy for the consolidated Georgia Southern University:**

Each campus has a policy for the development and implementation of university-wide policies. These policies will be combined to form a single process for developing, monitoring, changing, and deleting policies.

8. **Recommend that the prior Georgia Southern University statutes be adopted for the consolidated Georgia Southern University, pending revisions to update organizational structure and the preamble of the consolidated Georgia Southern University referencing the consolidation with Armstrong State University:**

The Georgia Southern University statutes will be used as a template for statutes for the consolidated university. The revisions to the organizational structure and other necessary changes will be incorporated into the new statutes.

OWG 27: Diversity & Inclusion Programs/Activities:
(reviewed & supported by Maura Copeland and Deidra Dennie:

- 1. Recommends addressing the diversity programs and activities by dividing the distinct functions into two separate offices, one which focuses on compliance and equity and the other which focuses on diversity and inclusion programming initiatives and activities:**

The complaint, policy, and investigatory nature of the offices lends itself to a separate mission than the associated responsibilities of diversity and inclusion programs currently included in the offices. Dividing the office into two separate entities, each with a different focus/mission and separate staff support will streamline administrative services while maintaining and improving service levels across all campuses.

- 2. Recommends consolidating the Title IX processes and procedures of Armstrong State University and Georgia Southern University:**

This will facilitate the continued implementation of the University System of Georgia's guidance related to Title IX processes and procedures.

- 3. Recommends that Armstrong State University and Georgia Southern University will collaborate to create identical Non-Discrimination Anti-Harassment policies before consolidation:**

In order to remain in compliance with state and federal laws and applicable University System of Georgia policies, one uniform policy will best serve all Georgia Southern University campuses.

- 4. Recommends identifying one vendor to provide the Affirmative Action Plans for the new university:**

To fulfill requirements of the Office of Federal Contract Compliance Programs, all employers with more than 50 employees must have an affirmative action plan in place.

- 5. Recommends utilizing Maxient software for all complaint tracking across all Georgia Southern University campuses, to include the use of ATIXA's MaxStack:**

This will facilitate efforts to consistently track all complaints across all Georgia Southern University campuses.

- 6. Recommends consolidating each universities diversity councils for effective representation:**

This will provide increased opportunity to build community that fosters mutual respect across all campuses. This will provide increased diversity in the hiring process and facilitate the tracking and discussion of diversity and inclusion education at Georgia Southern University.

7. Recommends adopting the Georgia Southern University model for the Sexual Assault Response Team and expand it to all campuses:

This will allow campuses to effectively address sexual assault, responses to sexual assault, and associated programming efforts in accordance with Title IX guidance.

8. Recommends planning and implementing a climate study of the newly consolidated Georgia Southern University across all campuses:

OWG 27 received and reviewed two recommendations from both University's Student Government Associations. A climate survey would establish a benchmark for Georgia Southern University's main campus and would continue efforts already begun at Armstrong State University. A current model exists at Georgia State University which could be adopted by the university with minimal cost. A second recommendation for a Chief Diversity Officer was forwarded to the Presidents of Georgia Southern and Armstrong State OWG.